Grade 8 Unit 2 - Clay Vessel

Unit Focus

In this unit students transition from admirers of art to skilled ceramicists. By exploring the works of artists like Jim Kraft and Louise Goodman, students investigate the delicate balance between form (how it looks) and function (how it is used). This journey takes them from conceptual sketches and cardboard templates to a final, glazed coil vessel. To ensure our students are growing as holistic learners, this unit is anchored in two of the Profile of a Graduate (POG) capacities. Design, where before even touching clay students engage in the design process where they learn that professional art is built on a foundation of intentionality and planning, and Self Awareness where they will monitor their own progress and learn from the process.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Visual Arts: 8

- Document early stages of the creative process visually and/or verbally in traditional or new media. (VA:Cr1.1.8.a)
- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. (VA:Cr2.1.8.a)
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. (VA:Cr3.1.8.a)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Transfer

Students will be able to independently use their learning to...
T1 Create works of art to personally engage in the artistic process and/or communicate meaning
T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)

Students will understand that...
U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.
U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.
U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.

Essential Question(s)

Students will keep considering...
Q1 What inspires me? Where do I get my ideas from?
Q2 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?
Q3 How much freedom do I have to be creative and also work within established criteria?
Q4 What am I learning or have I learned from creating this work of art?
Q5 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Driving Elements: Form, Shape, Texture
K2 Art Vocabulary: Coil, Slip and Score, Glaze, Kiln, Profile

Skill(s)

Students will be skilled at...
S1 Drawing form(s) for consideration of a clay vessel
S2 Selecting a form to construct based on personal preference and level of expertise

Stage 1: Desired Results - Key Understandings		
	K3 Influential Artist: Louise Goodman and Jim Kraft	**S3** Drawing and revising an object to create symmetry and proportion **S4** Creating a template to use as a guide for 3-D construction **S5** Using the hand building technique(s) to construct a coil vessel **S6** Measuring the diameter of the base of their drawing and representing that dimension through the formation of a clay disc **S7** Using the banding wheel and template, place appropriate length coil and attaching through scoring and slipping clay **S8** Applying glaze evenly and with enough coats based on coverage of the vessel